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ABSTRACT

This report discusses the outcomes of a project designed to help young children with special needs and their families prepare for and adjust to new service settings. The Bridging Early Service Transition (BEST) Project has helped administrators, service providers, and families plan and coordinate transitions for young children with disabilities or at-risk conditions. The program model contains adaptations for different types of transition in communities of various sizes, for children of different ages and with different types of special needs, and for families with diverse resources and histories of participation. BEST emphasizes advance planning and communication between the sending and receiving program and the home. It also offers opportunities for family members to become involved as active participators in their child's transition. The model includes formats for: (1) local interagency needs assessments; (2) interagency agreements; (3) communicating between families and service providers; (4) family partnership in decision-making; (5) constructing interagency and intragency transition timelines; (6) building within the Individualized Family Service Plan a transition timeline for each child; (7) identifying local agencies for referral; (8) preparing the child for changes in program and personnel; (9) systems change to incorporate more options for inclusive services; and (10) evaluation of transition procedures. (Author/CR)

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ED 412 692

Bridging Early Services Transition Project--Outreach

July, 1993 - June, 1997

FINAL REPORT

Early Education Program for Children with Disabilities
Office of Special Education Programs
U.S. Department of Education
Grant Number: HO24D30046
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BRIDGING EARLY SERVICES TRANSITION PROJECT (OUTREACH)

II. ABSTRACT

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A critical need in early intervention is to help young children with special needs and their families prepare for and adjust to new service settings. Equally necessary is collaboration among service systems to promote successful transitions. Significant transitions include from hospital to home and community, from early intervention to special preschool services, from special preschools to kindergarten-level programs, and from more restrictive placements to less restrictive ones, which serve all similar-aged children in the community. The Individuals with Disabilities Education Act requires both transition planning as part of each family's Individual Family Service Plan and state policies to facilitate transition between service systems at age three. Recommended practice in preschool/primary services also requires transition planning and coordination, both for communities and for individual children. Finally Head Start regulations and performance standards mandate transition planning at both system and individual family levels. This project addressed many of these issues.

Three strategies have been recommended to assist children and families with transitions: 1) interagency coordination between the sending and receiving programs, 2) partnership with families in transition decision-making, and 3) support for the child through curricular planning and environmental modification.

The validated technical assistance model espoused by the Bridging Early Services Transition (BEST) Project has helped administrators, service providers, and families plan and coordinate transitions for young children with disabilities or at-risk conditions. This model contains adaptations for different types of transitions, in communities of various sizes, for children of different ages and types of special needs, and for families with diverse resources and histories of participation. BEST emphasizes advance planning and communication between the sending and receiving programs and the home. It also offers opportunities for family members to become involved as active participants in their child's transition. The model includes formats for a) local interagency needs assessments, b) interagency agreements, c) communicating between families and service providers, d) family partnership in decision-making, e) constructing interagency and intragency transition timelines, f) building within the IFSP/IEP a transition timeline for each child, g) identifying local agencies for referral, h) preparing the child for changes in programs and personnel, i) systems change to incorporate more options for inclusive services, and j) evaluation of transition procedures.

The model has been replicated in more than 15 states, which are diverse in many ways: they include both rural and urban programs, encompass various cultural and ethnic groups, serve significant populations with low incomes, and represent developmentally different stages in evolving comprehensive statewide systems of birth-through-five services for young children with special needs. States formally included during this period were Alaska, Florida, Idaho, Kansas, Missouri, and Wisconsin. Many other states and communities adopted all or parts of the project model. BEST has presented to state leaders, including policy makers, administrators, service providers, personnel trainers, and parent centers. Technical assistance was provided to audiences at both state and local levels. Transition planning products requested by states were developed or adapted. Transition efforts initiated in all of the target states are continuing after the project has ended.

National dissemination was also extensive during all four project years. A book based on the project's model (Rosenkoetter, Hains, and Fowler, 1994) was published by Paul Brookes Publishers. A technical assistance guide to early childhood outcomes was co-edited by the project director and widely disseminated. Four articles by project staff appeared in refereed journals, and six more are in process . More than 35,000 copies of five transition guides have been distributed across the nation and reprinted by at least six states. Three videotapes developed with project expertise have been circulated widely in our Midwest region and are likely to be published commercially. At least 23 presentations were delivered to national or international conferences and many more to state and local meetings. In addition, the project consulted with the U.S. Department of Education's regional education laboratories and participated in the Transition Technical Assistance Team of the National Early Childhood Technical Assistance System. Finally, the project has provided assistance to numerous small groups and more than 1,000 individuals across the nation and in other countries.

Areas in which the impact of this project was significant include improved federal, state, and local policies and procedures for transition; enhanced interagency collaboration on transition; additional children served, for example, as a result of referrals in hospital-to-community transition; increased numbers of state and local leaders (including parents) to conduct training on transition; and improved materials to use in transition planning.

Probably most rewarding, many of the policies and practices that this project and its predecessors have developed and disseminated since 1983 are now embedded in law and recommended practice and, in implementation, are easing transitions for young children with special needs and their families.

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IV. PROJECT GOALS AND OBJECTIVES

Bridging Early Services Transition Project has been unusual among outreach projects of the Early Education Program for Children with Disabilities. Our scope has been neither single state nor national; rather, our responsibility has been chiefly to six states scattered across a vast geographic area (e.g., Florida to Alaska), with secondary dissemination responsibilities to national audiences. Likewise, our staff has been located not in one place but, rather, in two different Midwestern states. These characteristics have presented some unusual challenges, but, they also contributed unusual strength, vitality, and expertise to our effort. Events and procedures in one state have been instructive for technical assistance to other states. Outreach strategies developed for one state have been equally beneficial for another. We have frequently facilitated leaders from our states in sharing directly with one another.

The goals of the project were as follows:

A. Deliver outreach services to six states
   1) Provide technical assistance to at least six states
   2) Provide model dissemination and site development to outreach sites in at least nine local communities

B. Disseminate the BEST model and its applications to wider audiences
   3) Develop new products related to transition and inclusion in community-based services
   4) Disseminate to national audiences
   5) Disseminate to personnel trainers in the six states

C. Manage outreach project effectively and efficiently
   6) Manage project finances
   7) Manage personnel and other project operations

D. Evaluate outreach
   8) Evaluate outreach project

It appears that all of these goals were met during the three years plus the extension year of the project.

V. CONCEPTUAL FRAMEWORK FOR THE PROJECT

Need

Systematic transition planning has been included among requirements in all major recent legislation pertaining to young children with special needs. Lawmakers have recognized that transition planning determines the location, nature, adequacy, and continuity of a young child's services as well as those available to other family members. Transition planning aids family members in supporting their child at critical times (Pensacola ARC, 1992). Effective transitions

promote optimum development for children, minimize stress for families, assist in intervention planning by professionals and parents, aid agencies in developing ongoing working relationships and structures, promote developmentally appropriate intervention in natural environments, and provide families with a formative experience in advocacy as well as participation in guiding their children's education (Rosenkoetter, Hains, & Fowler, 1994).

The transition process also influences programmatic change in other areas. For example, because transition usually requires interagency planning, it can be an excellent vehicle for fostering interagency collaboration, which then assists in solving issues less directly related to transition such as Child Find, common intake forms, and data management (Shotts & Rosenkoetter, 1992; Hazel et al., 1988). Decision-making regarding transition increasingly elicits concerns about least restrictive environment--sometimes on the part of parents, sometimes on the part of agency personnel--and prompts the search for more natural service delivery options (McLean & Hanline, 1990; Strain, 1988). Discussion of placement options also stimulates examination of existing curricula with the goal of providing "all children with the nurturance, stimulation, and opportunities for growth required for educational success" (U.S.D.O.E., 1991, p. 2).

Transition to least restrictive environments has been a foundation of Bridging Early Services' technical assistance since its inception in the late 1970s. This emphasis increased during the present project due to multifaceted research on developing services in natural environments, the increasing emphasis on community-based placements from leaders in early intervention (NEC*TAS, 1990; Peck, Odom, & Bricker, 1993), and our own experiences with implementing transition to community-based placements. Transition-planning teams for communities and for individual children and their families wish to receive not only motivation but also strategies and technical support to ensure success in community-based placements (Kontos & File, 1992).

A national survey of early childhood leaders in all 50 states (Shotts et al., 1994) found that the need for personnel training related to transition was listed as a top priority. Communications between the field and our project have confirmed this need. During the past four years we received more than 1,000 requests (in addition to materials distributed at workshops) for information concerning transition practices. Workshops offered at national, regional, or state conferences usually have been crowded with participants who come with questions to ask. Two states (Kansas and Wisconsin) asked Bridging Early Services to prepare videotapes to train staff in transition procedures. The videotapes, now available from the project office and headed for commercial publication, are frequently requested for personnel development from other parts of the nation. Project staff continue to receive numerous invitations to present training at program sites as well as at national conferences.

Foundations in Previous Research

The outreach model is based on recent research findings from the fields of psychology, early

childhood education, special education, and sociology. The strategies in this outreach model were developed and validated during a three-year HCEEP-funded demonstration model, Planning School Transitions: Family and Professional Collaboration, which was funded in 1984. The model was disseminated on a small scale during a one-year HCEEP outreach grant, funded in 1987. The strategies were refined with the aid of a grant from the State of Kansas in 1988-90. They were implemented and further evaluated in at least 15 states under a three-year ongoing EEPCD outreach grant, Bridging Early Services Transition Project, funded in 1990. The present project began in 1993 and concluded in June, 1997. Project activities have been adjusted over time to provide consistency with changes in philosophy and policy family advocacy, and comments from consumers in the outreach states.

Much of the extant research on transition has been accomplished by persons presently or formerly associated with this project (Chandler, 1992; Fowler, 1982, 1986, 1988; Fowler, Chandler, Johnson, & Stella, 1988; Fowler, Hains, & Rosenkoetter, 1989; Fowler, Schwartz, & Atwater, 1991; Hains, Fowler, & Chandler, 1988; Hains, Fowler, Kottwitz, Schwartz, & Rosenkoetter, 1989; Hains, Rosenkoetter, & Fowler, 1991; Hazel & Fowler, 1992; Johnson, Chandler, Kerns, & Fowler, 1986; Rosenkoetter, 1992; Rosenkoetter, 1993; Rosenkoetter & Fowler, 1987; Shotts, Rosenkoetter, Rosenkoetter, & Streufert, 1994; Rosenkoetter, et al., 1995). Early work was collated in a book published by Paul H. Brookes Publishers (Rosenkoetter, Hains, & Fowler, 1994). Later work was summarized in published newsletter and journal articles, four transition guides, and three videotapes. The media products continue to be disseminated nationally and currently in preparation for commercial publication.

However, Bridging Early Services staff are also strongly indebted to work by other transition researchers such as Lisbeth Vincent and her colleagues (Vincent et al, 1980; Murphy & Vincent, 1989), Mary Frances Hanline (1988; Hanline & Knowlton, 1988; Hanline, Suchman, & Demmerie, 1989); Michael Conn-Powers and Jane Ross-Allen (Conn-Powers, Ross-Allen, & Holburn, 1990), Peggy Stephens and Beth Rous (Rous, 1992), Jennifer Kilgo and Mary Jo Noonan (Noonan & Kilgo, 1987; Noonan & Ratokalau, 1991; Torres & Noonan, 1989), Sarah Rule and Barbara Fiechtl (Fiechtl, Rule, and Innocenti, 1989); Mabel Rice and Marion O'Brien (1990); Diane Sainato (Sainato & Lyon, 1989), and Judith Carta (1991). Many of these researchers attended a meeting our predecessor project convened in 1984 in Washington, DC. This was followed in June 1996 by a NEC*TAS-convened technical assistance meeting in North Carolina. Transition leaders have continued to communicate freely with one another. We have incorporated findings from one another's research into the project's dissemination efforts. Many of these individuals participated in this project's National Advisory Board.

Another line of research impinging upon Bridging Early Services outreach comes from interest in transition to kindergarten for all children, not just those with identified disabilities. Recommendations have come from a major national research study (Love, Logue, Trudeau, & Thayer, 1992) as well as from position statements by the U.S. Department of Education (1991), the National Association of State Boards of Education (1988, 1991), the National Association of Elementary School Principals (1990), the National Association for the Education of Young

Children (Bredekamp, 1987), and Head Start (Administration for Children, Youth, and Families, 1988 and 1996 *Performance Standards*).

It is impressive that the array of research and policy development on transition, conducted by a variety of individuals and groups in diverse geographic areas, comes to remarkably similar conclusions about facilitating effective transitions for young children and their families. The three components which have comprised the Bridging Early Services Transition model since its inception--**interagency collaboration** in planning, **individualized family participation**, and **preparation** of new environments for entering children and children for new environments--are supported again and again. What continues to be needed is connection between the strategies recommended in the professional literature and the everyday transition experiences of young children and their families in communities across America.

For the **interagency component**, the model draws heavily on work by Elder and Magrab (1980, 1981), Morgan and Swan (1988; Morgan, Guetzloe, & Swan, 1991; Swan and Morgan, 1993), and Hazel et al. (1988). Research on adult learning (Davis, 1974; Eitington, 1989) and the change process (Dreiford Group, 1986; Edelman, 1992; Elmore, 1990; Olson, 1989) guides our efforts to facilitate state and local planning for transition. BEST has also continued research efforts in this area (*Growing Together, 1994,* and *Growing Together II*, 1996; Rosenkoetter, et al., 1995).

For the **family component,** the model seeks to ensure that choices for services are compatible with both child and family needs. The project employs a family systems approach. It individualizes the characteristics of family involvement to accommodate the varying circumstances, needs, and culturally-based preferences of families (Bailey et al, 1990; Dunst et al, 1989; Hains, Rosenkoetter, & Fowler, 1991; Lynch and Hanson, 1992; McWilliam & Winton, n.d.; Turnbull & Turnbull, 1986).

For the **child component**, the project urges sending and receiving teachers to use a variety of strategies to help young children cope with the change in environments (Administration for Children, Youth, and Families, 1988; Carta, 1991; Rosenkoetter & Fowler, 1987; Wolery et al., 1992; Ziegler, 1985). To ensure that children carry over skills important to their adjustment in new programs, a technology of generalization, identified by Stokes and Baer (1977) and elaborated by Vincent and her colleagues (1980, 1981; Salisbury & Vincent, 1991) and Carta (1991) is incorporated into all phases of child preparation for transition. Curricular modifications to meet the developmental needs of all children, whatever their developmental level, occur on both a system level (e.g., Goffin & Stegelin, 1992) and an individual child level (Peck et al., 1993).

Furthermore, this model provides for the collection of evaluation data to document the success and satisfaction experienced by each participant during a child and family's transition from one program to another (*TAB*, in press). Trainees are taught to use evaluation instruments to determine the success of their transition procedures and to individualize such instruments to

meet the particular needs of their consumers. This allows trainees to determine for themselves whether a recommended transition strategy is efficacious and worthwhile in their particular setting. These data have helped to shape future technical assistance locally and in other areas.

VI. DESCRIPTION OF OUTREACH

Project Sponsorship

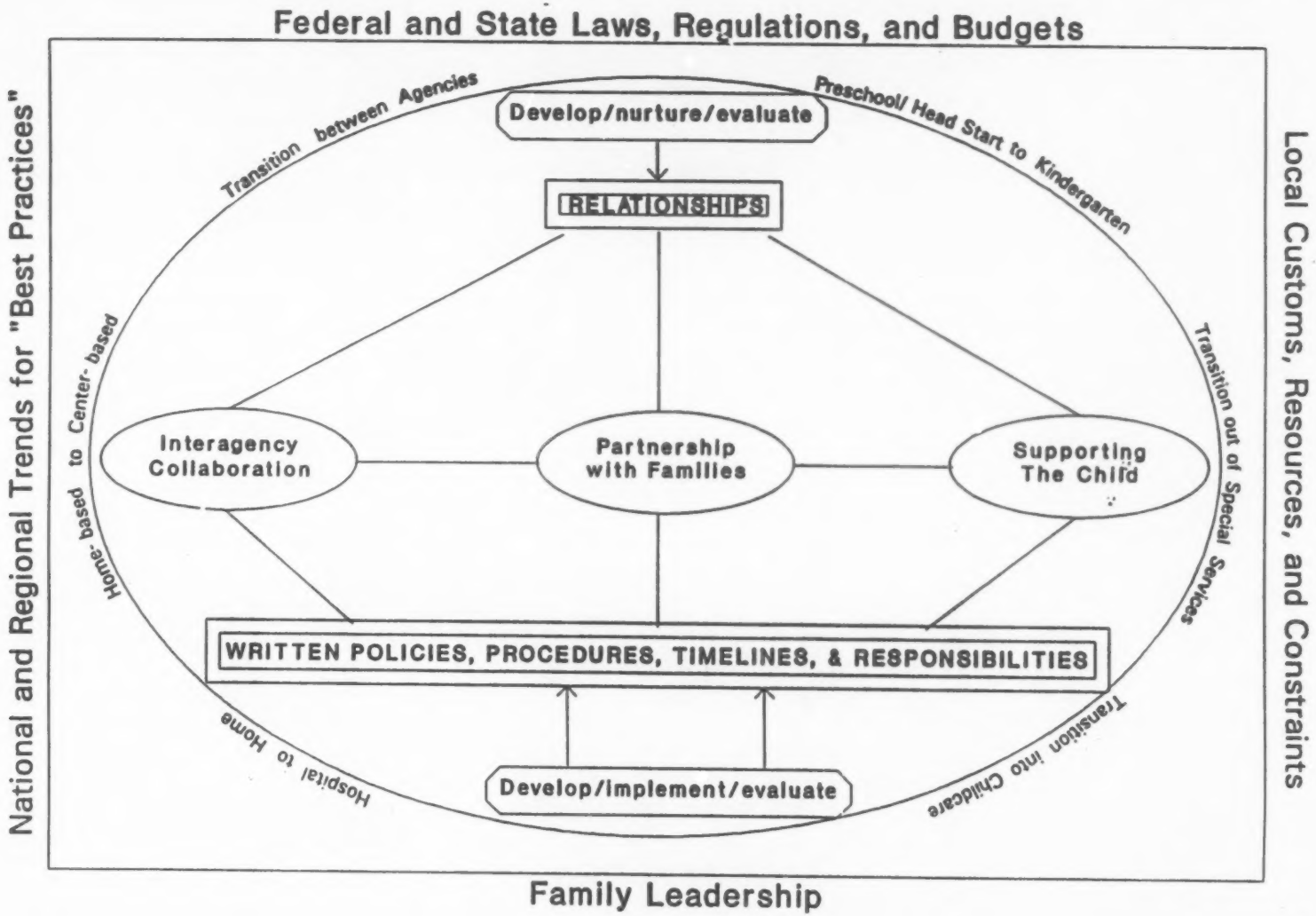
The Associated Colleges of Central Kansas (ACCK), the project sponsor, is a consortium of six private, liberal arts colleges. It has existed since 1966 to perform numerous services for its member schools and the surrounding seven-county area. The consortium includes Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro, KS. Typical consortium services besides shared coursework in early childhood education, special education, secondary education, computer science, and urban and international education include representation of the private colleges of Kansas on state education committees; faculty development for the member colleges; joint purchasing; annual faculty grants; shared visiting Fulbright scholars; continuing education for teachers and business persons in the area; and academic and administrative computing for the six schools. Since 1973, ACCK has offered accredited, NCATE-approved (through Bethany College) preparation programs in special education. The consortium is a major supplier of teachers for central and western Kansas and eastern Colorado in the areas of early childhood special education and multi-categorical special education (elementary and secondary levels). ACCK has a history of active involvement in state and national policy committees in education, as well as close working relationships with schools, early childhood programs, and hospitals in its region.

The BEST Model

The planning assistance model implemented by this project provides comprehensive transition services for infants, toddlers, and young children with special needs and their families. It offers agencies, their personnel, and families a systematic plan for moving from present practices toward the goals they set for their local transition efforts. The model, its three primary components, and its instrumentation support both the requirements and the spirit of recent federal legislation. They openly discuss the change process and help users develop strategies for coping with change, strategies useful for other transitions than the ones emphasized by this project. This model was developed to encourage transition planning which includes interagency needs assessments, written interagency agreements regarding collaboration in transition services, time management strategies for individuals and agencies, family partnership in decision-making at the family's individually chosen level of participation, suggestions for communicating with families about transition, plans for child preparation and environment modifications at both the sending and receiving program levels (including, where appropriate, system change for more inclusive services), and evaluation of transition practices. The model and its supporting strategies, materials, and instrumentation were initially developed during earlier EEPCD projects and continue to be adapted and refined.

The Bridging Early Services Transition Model is diagramed in Attachment 1 (Rosenkoetter,

The Bridging Early Services Transition Model



Hains & Fowler, 1994). The model describes a process, not a static event on a single day. All transitions occur within a broad context framed by

- national and regional trends for best practices in services for young children and their families
- federal and state laws, regulations, and budgets
- local customs, resources, and constraints
- family advocacy

These realities differ from transition to transition, but they always play a major role in determining how a transition will transpire. These elements are diagrammed in Attachment 1 outside the rectangle.

The oval inside the rectangle contains some of the many transitions that families may experience during their child's first eight years of life.

Two major factors ease or strain a transition: 1) the **relationships** among professionals, between families and professionals, among families, and between the child and the child's various care providers, and 2) **the procedures, agreements, timelines, and role descriptions** which govern transition events. Both of these factors require careful development, maintenance, evaluation, and refinement over time. Both of these factors pertain to each of the key components of the transition process, which also relate to one another: interagency collaboration, family partnership in transition planning, and support for the child by preparation activities and environmental management.

In this model, interagency collaboration on transition is accomplished through ongoing mutual efforts as well as through one or more interagency agreements. Interagency collaboration involves local definition of roles and responsibilities, composition of a local timeline for transition which is responsive to local resources and constraints, commitment by all agencies' personnel to family participation in decision-making, and joint effort by agencies and families to modify curricular experiences and environmental support to ensure children's continuing accomplishment in new environments.

Partnership between the family and service providers is attained through an individualized transition plan, incorporated into the IEP or IFSP. The individualized family transition plan is developed through open-ended interviews three and nine months prior to the transition, and during the transition; it is evaluated six months after the transition. Use of these interviews and satisfaction surveys facilitates continuity in delivery of services to child and family across program enrollments. It also helps local programs to evaluate their transition procedures. The outreach model also provides for the development of a central directory, which includes child care services; specialized and community preschool facilities; recreation, health, and social services; and special and regular, public and private kindergarten-level programs. Such a directory aids parents and professionals in exploring potential next environments for their children. Finally, the model encourages the development of a parent mentoring group to assist families approaching a significant transition.

The model contains procedures for supporting the child by increasing communication between professionals in the sending and receiving programs (i.e., bridging early services). The goal of such coordination is to minimize differences in approaches between teaching/therapy programs for individual children. Such communication has been very important to child adjustment when transitions are from special education programs to community-based programs (cf. Johnson, Chandler, Kerns, & Fowler, 1986;) and from home-based programs to center-based programs (Hanline & Knowlton, 1988). The model also offers other strategies for reducing children's fears about unfamiliar settings and for building individually appropriate skills to promote confidence and competence in the new environment.

Description of Outreach Activities

Target Populations

Children Served. The target population consisted children ranging from birth to eight years who have a mild to severe disability, developmental delay, or at risk condition. These children may move from hospital to home, infant/toddler services to special preschool services, from special preschool/Head Start to kindergarten-level services, or from special services to community-based programs. During this(these) move(s), the children benefit from a coordinated transition effort involving the sending and receiving programs in partnership with the children's families.

Families Served. Families served, directly or indirectly, by this project are highly diverse. They vary in membership, location of residence, socioeconomic status, nature of child's disability, racial and ethnic characteristics, educational background, history of involvement in their children's program planning, and desire to participate in transition planning. The project model recognizes, respects, and works effectively with all types of families as their children move from one type of service program to another. Transition skills that families develop during the early childhood years may be useful throughout their children's lives.

Professionals Served. Administrators at state and local levels, in public and private programs, sponsored by health, education, and social service agencies, working independently and in interagency councils--all these types of administrators who carry responsibility for receiving, serving, or sending on young children with special needs--have benefitted from this project's outreach activities. Direct service personnel in education, speech-language therapy, social work, physical and occupational therapy, audiology, and psychology have learned from the project's team approach to transition planning and preparation of the child and family for transition. Family leaders, similarly, have taken the projects concepts and applied them in preparing other families to advocate effectively during transition. Participants who came to a training in teams were more likely to apply Bridging Early Services concepts and carry them on across multiple years (Winton, 1990).

Personnel

Project staff are listed in Appendix A and the National Advisory Board in Appendix B. Names of members of the BEST Taskforces in Alaska, Kansas, Missouri, and Wisconsin are on file in the project office.

Services to States

The overall plan of operation for BEST outreach to states is diagrammed in Attachment 2:

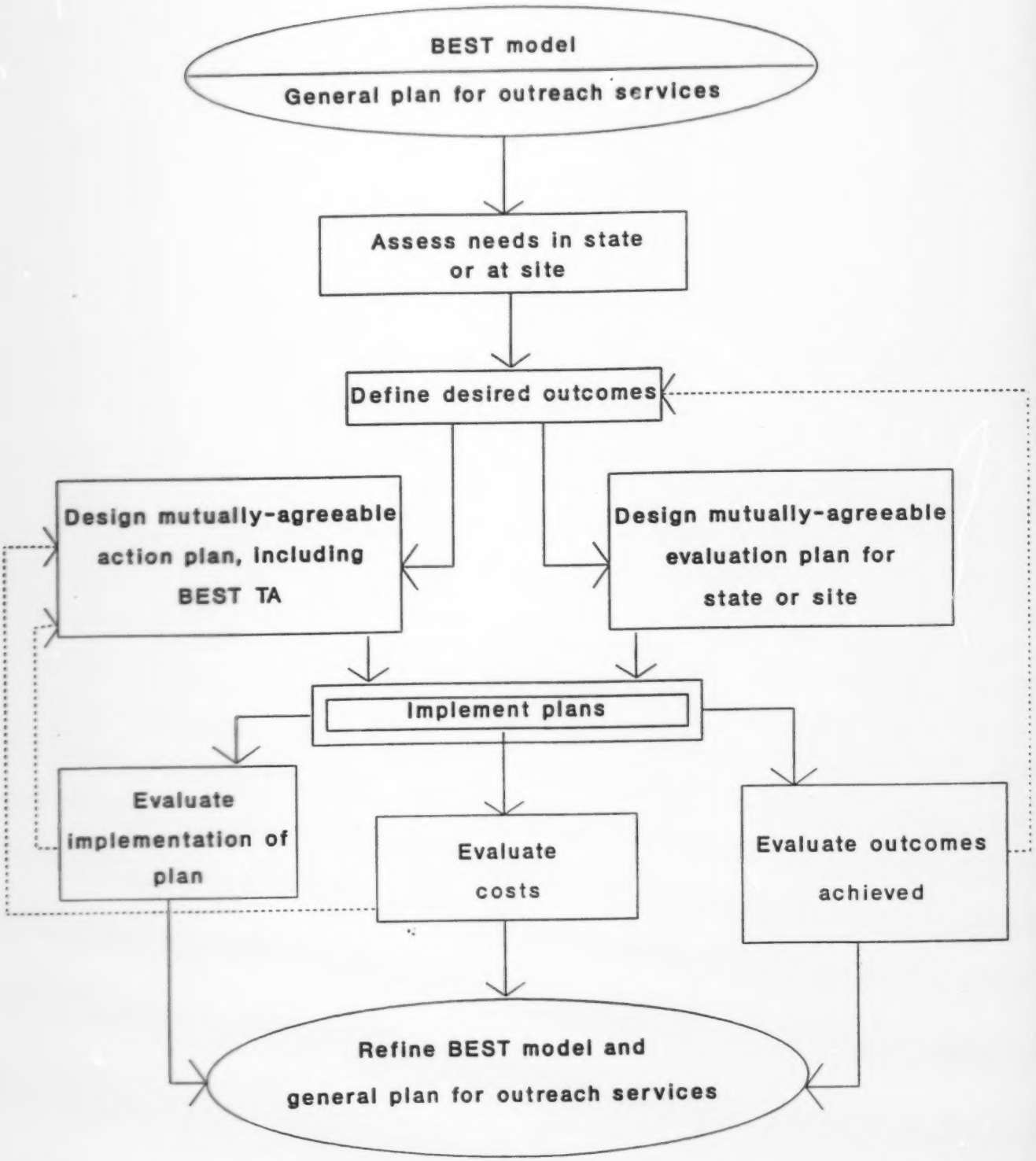
Implementation of Outreach. The six states identified by the proposal for outreach assistance had requested our services. Prior to implementing technical assistance with any state, project personnel performed a needs assessment with the state's leaders: Section 619 director, Part H director, chair of the interagency coordinating council, presidents of relevant professional organizations, chair of the state's comprehensive system of personnel development, head of the parent center, and others of their recommendation who are knowledgeable about the state's personnel development needs. The needs assessment included the following components:

1. Issues of particular importance in the state's development of a comprehensive service system.
2. Transition causing the most immediate concern.
3. Greatest barriers to effective transitions in this state.
4. Audiences with the greatest priority for technical assistance on transition.
5. Suggested formats.
6. Suggested contact persons.
7. Need for written procedures and transition instruments.
8. Particular regions or localities targeted for services.
9. Respondents' long term goals for outreach services in the state.

A timeline for services to each state was developed in collaboration with state leaders as a result of this initial needs assessment. It included a plan for outreach services within the state and an evaluation plan for the following year, with tentative suggestions for the following two years. The plan was modified by mutual consent or expanded with the commitment of more state or local resources. Each state was visited at least twice each year by project staff; most were visited much more frequently.

Services and products to be distributed to states and to local areas within them were identified and tailored to meet participants' identified needs. Formal adoption of the Bridging Early Service model was not required but, rather, we encouraged the implementation and adoption if its elements as locally appropriate. The project worked in all the targeted states plus at least nine others. Telephone and mail contact were ongoing in all six states. Relevant audiences in each state were provided with publications of rationales, procedures, and instruments by project staff. Personnel trainers in the states received information on the topic of

Plan of Operation


BEST model
General plan for outreach services
Assess needs in state or at site
Define desired outcomes
Design mutually-agreeable action plan, including BEST TA
Design mutually-agreeable evaluation plan for state or site
Implement plans
Evaluate implementation of plan
Evaluate costs
Evaluate outcomes achieved
Refine BEST model and general plan for outreach services

transition. As projected in the initial proposal, three of the states (Wisconsin, Missouri, and Kansas) received more intensive services, including consultation with the state's transition taskforce and with three local interagency councils (LICCs) in each. Aims for the nine targeted communities (plus more than 17 others than used this service) were as follows:

- Development of leadership within the LICC is a major goal.
- Community needs and priorities direct the collaboration action plan.
- The amount, type, and duration of transition assistance is individualized.
- Family involvement is encouraged in every phase of the collaboration
- Community options for service delivery in least restrictive environments are encouraged.
- The LICC then shares its experience with other communities.

Priorities, timelines, and activities requested by the individual states varied considerably. Each will be briefly profiled below:

Alaska

The project shared materials and information and conducted numerous consultations and trainings over the four project years. In Fall, 1995, a major transition issue was presented to the state's interagency coordinating council and, as a result, the following plans were developed and implemented by Alaskans working closely with project personnel: 1) a survey of transition concerns by region and service program; 2) a trainer-of-trainers plan to work on improving transition practices statewide; 3) consultation with local leaders in the troubled area, 4) a two-day inservice for relevant audiences in that area; 5) preparation of the trainers with materials developed by the project; 6) development of training modules and materials; and 7) ongoing consultation with the Transition Taskforce members. Numerous presentations and four multi-day inservices have been delivered to local areas, and more are scheduled for this year and next year. The *Hospital to Home* guide was adapted and reprinted for distribution statewide. Dr. Sharon Rosenkoetter guided the project's Alaska efforts.

Florida

During the first year of the project, consultations occurred with state leaders, a presentation was delivered at two state meetings, and local inservices were conducted in four communities. A transition curriculum was jointly developed with one of the communities. By mutual agreement, the project then turned over Florida technical assistance to another transition project closer to that state. Cindy Shotts guided the project's Florida efforts.

Idaho

After consulting with state leaders, including the interagency coordinating council, BEST provided inservice training at three sites in the state and conducted a three-day summer institute. Materials and information continued to be shared thereafter.

Kansas

An ICC-appointed BEST Taskforce was staffed by BEST for five years. It formed into three workgroups that developed a state policy on transition, which was then adopted by the interagency coordinating council. With project leadership, the BEST Taskforce published four guides to transition; supervised five pilot sites for developing hospital to community transition procedures and agreements that have been adopted statewide; and aided in the development of three videotapes that have been disseminated nationally. Local technical assistance occurred in more than 20 communities, in some over a period of several years. Two directories of local interagency efforts were produced, each with data and recommendations compiled from statewide surveys of local interagency council leaders. Many presentations were made at state and regional meetings. Dr. Sharon Rosenkoetter led the Kansas effort, with guidance from Cindy Shotts on the hospital-to-community and LICC functions.

Missouri

In collaboration with state leaders, the project developed a videotape and statewide training, established a Transition Taskforce, developed materials (including a manual for local interagency coordinating councils), presented at state meetings over several years, and provided intensive on-site training over 15 months in three communities. The Missouri outreach was profiled in a collaborative presentation at the Division for Early Childhood meeting in San Diego, CA. Cindy Shotts led BEST's Missouri efforts.

Wisconsin

The state BEST Taskforce met twice annually, facilitated interagency communication, published a transition guide, sponsored several statewide teleconferences, conducted a dissemination project on implementing IFSPs to age 6, conducted training on interagency agreements, and assisted in the production of two videotapes that have been disseminated nationally. Dr. Ann Hains led the BEST effort in Wisconsin.

National Outreach

Presentations

Throughout the project, staff and collaborators presented at least 23 sessions at national conferences, at least 109 sessions at state, regional, and local trainings. Evaluations of these meetings appear in Appendix C.

Products

During year two we saw the need for some high-quality materials that could be shared nationwide, and with the agreement of our states decided to focus efforts during year 3 (and

extension year 4) on those efforts. Results of that effort are cataloged in Appendix D.

A primary outcome was four guides for transition: *Hospital to Home*, *Bridging Early Services*, *Step Ahead at Age 3* (English and Spanish versions), and *It's a Big Step* (transition to kindergarten). More than 35,000 copies of these guides have been distributed, and they have been adapted for printing in at least 14 states. Six states (New Mexico, Indiana, Iowa, Wisconsin, North Carolina, and Alaska) have reprinted one or more of the guides with only slight modifications. Currently two are being readied for commercial publication.

Another significant outcome was the production of three videotapes. The first is intended for families coming up to the age 3 transition from early intervention services. The second is intended to motivate community planners to ease transition to kindergarten for all young children and their families. The third is a case study of a child with Down Syndrome, who with her family is approaching the age 3 transition from infant-toddler intervention to special education. It contains segments on the family history, the 90-day transition meeting, and the IEP meeting and is accompanied by an extensive workbook for use by preservice and inservice trainers. All three videotapes are being readied for commercial publication.

Scholarly Books, Chapters, and Articles

Two books, three chapters, four articles in refereed journals, and numerous other more concise writings resulted from this project. Others are underway. A partial list appears in Appendix D.

Contributions to Policy Development

BEST contributed expertise to the development of *Continuity in Early Childhood: A Framework for Home, School, and Community Linkages*, a document and community self-assessment compiled by the Regional Education Laboratories. The project has also contributed to the planning team, conference, and follow-up presentations of the National Early Childhood Technical Assistance System's Transition Work Group. We have sent statements and made presentations to state and national legislative and fact-finding committees seeking recommendations on transition policy.

Sharing with Personnel Preparation Programs

BEST has products and expertise with personnel preparation programs in our target states as well as nationally. One videotape, *Mariah's Story*, was developed specifically for use by personnel trainers. It is being widely distributed.

Responses to Requests for Information and Advice; Consultation Visits

During the period of this grant project, BEST received more than 1,200 requests for

assistance. Each one of these was answered. Records are on file in the project office at the Associated Colleges of Central Kansas.

VII. Methodological or Logistical Problems

Building upon previous outreach work, this project encountered few unanticipated problems. State and local planning on transition is seldom linear, as outlined in the proposal; rather, it proceeds in phases, according to the pressures and priorities of state and local leaders and the current time demands on project staff. The mechanism of state taskforces on transition, followed by six of the project states, worked well to develop state ownership of transition solutions and leadership to carry forward after outreach ends. The most challenging aspect is to meet growing needs with limited staff, most of whom are employed only part time on the project.

VIII. Research or Evaluation Findings

As shown in Attachment 2, the evaluation design for Bridging Early Services Transition Project has been an integral part of the overall project plan. It has provided for nesting evaluation within each component of project services. For example, state or local services have been evaluated according to the outcome statements mutually developed in advance with the participants at that outreach site. Thus the outreach plan has provided for individualization of evaluation questions and methods according to the local aims as well as the services provided. Because the BEST model is a process, not a specific structure or curriculum, it has been continually adapted to changing regulations, state guidelines, and local needs. Evaluation data reflect that diversity in implementation.

Evaluation of the Outreach Model

The original demonstration project, sponsored by the University of Kansas, showed the efficacy of the transition model, illustrated in Attachment 1. Additional data, cited in the project proposal, have supported the benefits of this adaptable model for children, families, service providers, agencies, and states.

During the current project, additional data about the validity and usefulness of the model have been gathered. Among them is the reauthorization of the Individuals with Disabilities Education Act Part H/C elements on transition, maintaining the process BEST has long espoused (because it is working) and adding some refinements (e.g., flexibility in timing for the Transition Meeting and required attendance of school personnel at that meeting) that are part of the BEST model and were recommended by the project for inclusion in the new law. Another evidence is the widespread use and reprinting of our transition guides, which provided practical strategies for implementing the BEST model. A third documentation is the support for Kansas efforts on early childhood transition (which follow the BEST model and were coordinated by BEST staff) as one of two special strengths of the state's special education services; these efforts were one of two

special strengths cited in the monitoring of Kansas Department of Education programs by the U.S. Department of Education's Office of Special Education Programs. Finally, anecdotal logs and correspondence on file in the ACCK project offices support the belief of consumers that the BEST model works to ease transitions for children, families, service providers, and agencies.

Evaluation of Outreach Services

Information concerning project effectiveness may be obtained from several sources, including administrator opinion, agency reports, comments of attendees at project workshops based on the model, surveys, critiques of project materials, follow-up interviews with consumers to determine model implementation, implementor feedback on policies adopted, requests for information or products, and informal comments. All of these means have been used by this project. Results show widespread support for BEST transition services.

Workshops and inservice trainings. Appendix C lists 122 workshops and other presentations that have been conducted; this is a partial list. Presentations have been uniformly evaluated highly, as are the quality of handouts and follow-up services. Comments by participants have shown the value of these trainings for the following purposes:

Awareness of the need for transition planning. "This will help to light a fire under us; we need to get going on transition planning." "This will help us serve families better." "Our school district was skeptical about this, but I think they will go along now."

Affirmation of positive practices already in place. "We were already doing much of this, but it wasn't a coherent plan that we could teach new staff. This workshop tells us that we are on the right track." "We're doing it. We just need to write it down!"

Interagency collaboration. "Cindy helped us establish an action plan and helped us gain insight into where we need to be going." "Now we are going to work TOGETHER, not separately." "Hospitals and community providers have a much better understanding of one another's situations now than before." "This transition planning will help us also in other interagency work." In a follow-up survey after statewide training and regional follow-up on local interagency development of transition planning for the State of Missouri, 88% of respondents reported changes in their transition planning procedures as a result of training. 97% said interagency planning had occurred or was being attempted. 97% had future plans for improving transitions within their own agency and/or between agencies. 92% requested further technical assistance from Bridging Early Services. A manual of recommended strategies and examples of model implementation was developed by the project and widely disseminated across Missouri. Local technical assistance was provided monthly over 18 months to three target communities, incorporating members of the Missouri BEST Taskforce in the consultations; they were then able to carry on the training themselves within their state.

Partnership with families. "Everyone involved with the project has already become

more sensitive to the needs of families in transition from the NICU to home." "It has been great that you insisted on having families active in the training. That was new for us, but now we are going to have them co-train with us around the state." "I learned that transition is something that we do together with families, professionals need to take our cues from the family." Workshops for families have reportedly helped parents anticipate their children's growth in the new program, local informal services, meet other parents and service providers from the new program, develop ways to participate meaningfully in their child's transition, and learn about activities to do at home with their child that might be valuable for transition to the new program.

Communication. (From a kindergarten teacher) "I never though about talking with the Head Start teachers about these children. They might have a lot of good suggestions." "We plan to develop forms to make all that we do into a *transition system* for children and families." "This is the only opportunity that all the early childhood leaders in our state have to sit down together and brainstorm together and develop solutions--without being on anybody's turf. Thanks to BEST."

Curriculum. "Children need to be prepared for change, and we haven't been doing that." Thanks for helping us develop our new change curriculum." "The preschool teachers and the kindergarten teachers are meeting together and finding out how we can build bridges for children." "I guess that I didn't even realize that Head Start had a curriculum, so I learned a lot about what children have been doing before they come to my kindergarten."

Teaming. Special educators and teachers of typically developing children often begin to see how they can work together to provide normalized experiences for children with disabilities after transition. "I'm seeing how we sometimes use the same words but we mean different things by them, but when we work together we can make the teaching appropriate for all the children in the room."

IX. PROJECT IMPACT

In summary, the revised indicators of impact for EEPCD outreach activities, developed by Swan (1980), were used to assess the impact of our outreach services on local, state, and national levels. Impact indicators included the following:

1. Awareness

Number of requests for information through phone or mail. More than 1200 on record. Many others addressed at conference presentations and meetings.

Number of visitors to outreach center or original demonstration sites. No comprehensive record exists because replication sites surpassed our ability to count them. One site had more than 150 visitors in at least 35 different teams.

2. Product development/distribution

Number of print publications and number distributed. Hundreds of different photocopied

handouts distributed by the thousands and duplicated by others for wider dissemination. Book on transition -- several thousand copies sold. Book on outcomes -- 2,00 distributed to policy makers. 35,000 guides distributed nationally; portions reprinted by at least 14 states, with six states reprinting one or more guides with only minor adaptations. Approximately 2,000 copies of three videotapes distributed prior to commercial publication. LICC guide distributed to 1,000 LICC members in Missouri. *Growing Together* and *Growing Together II* distributed to 2,000 participants in Kansas. Journal articles and chapters distributed to their readership and to others who requested copies.

Number of children/families served. An estimated 450 parents participated in BEST trainings. Children and other families were served indirectly through adoption of the BEST model and practices.

3. **Number of sites stimulated to use model or parts of model.** In four of the six target states, every program has received training on the model, and most are incorporating all or part of it into their daily operations. In the other two states, there has been wide exposure to the model. Many sites in other than the target states have received products, training, or presentations at national conferences, and many have implemented portions of the model.

4. **Training**

Higher education programs using model components in training. All higher education programs in Kansas, Wisconsin, Missouri, and Alaska have received training, and most have incorporated the model into their student preparation. Many other higher education programs nationwide have incorporated elements of BEST through the exposure to conference presentations, publications, or videotapes.

Public agencies. Six states' interagency transition efforts have adopted the model during this project period. In addition, many regional agencies and local programs and interagency groups have adopted all or part of it.

Other organizations. Parent centers in all of the target states have been involved in training and have supported the model and its implementation. In addition, other parent centers have received information and have reprinted project materials. NEC*TAS has encouraged the use of this and other similar transition models in its outreach work. The BEST model has been shared with the Regional Education Laboratories, Head Start Regions, and Early Head Start. The Division for Early Childhood/Council for Exceptional Children has featured many presentations by BEST staff and taskforces at its national and subdivision meetings.

5. **State involvement/coordination**

Recognized assistance in developing or amending state policies or structures. Eight states have had direct consultations and follow-up. At least 10 others have reprinted project materials to use in their program development. More states have participated in national presentations and have received project materials.

Number of state publications developed and distributed with project's assistance. In

excess of 35 were developed collaboratively; others have been influenced.

An impact of which we are very proud is the increase of number of infants referred to Kansas Infant-Toddler Services (PART H/C). During 1994-95, the year after our BEST Taskforce Hospital to Home Workgroup conducted pilot projects and transition planning with all the Level 3 NICUs in the state and five outreach communities, the number of infants referred to part H/C rose by 56.1%. Although other child find efforts were occurring simultaneously, the increase in 1-2 year olds was only 16.8% and 2-3 year olds only 10.7%. State officials in Infant-Toddler Services attribute the increase in infant referrals to BEST efforts and eladership.

Probably most rewarding to the BEST staff, as we complete seven years of outreach, many of the policies and practices that this project and out predecessors have developed and disseminated since 1983 are now embedded in law and recommended practice and, in implementation, are easing transitions for young children with special needs and their families.

It is certainly fair to say that this project, together with the small number of other EEPCD outreach projects on transition, has had a significant impact on the field of early childhood intervention. The transition approaches that we advocate have been widely accepted at leadership levels, in the law, and in communities across America. However, much work remains to be done until every child and family experience a smooth transition between services that are provided, to the greatest extent possible, in natural environments.

X. ASSURANCES

As requested by USDOE, a copy of this report has been sent to ERIC, and copies of the executive summary and title page have been sent to the addresses specified.

XI. APPENDICES

A -- BEST Staff for Outreach

B -- BEST National Advisory Board

C -- BEST Presentations at National, State, and Local Meetings

D -- BEST Publications

APPENDIX A -- BEST STAFF FOR OUTREACH

Project Director:	Sharon Rosenkoetter, Ph.D., 1993-97
Project Coordinator:	Cynthia Shotts, M.Ed., 1993-97
Project Associate:	Carolyn Streufert, M.A., 1993-97
Project Consultants:	Ann Hains, Ph.D., 1993-97 Jo Gwost, parent, 1993-94 Barbara Jackson, Ph.D. 1993-96 Martha Slater, 1995-97 Randall Blair, 1993-97 Dawn Grubb, 1993-95
Project Assistants:	Darlene Sawatzky, 1993-1996 Kim Sawyer, 1996-97
Financial Officers:	Douglas Penner, Ph.D., 1993-95 John Thompson, Ed.D., 1995-96 Connie Andes, Ph.D., 1996-97
ACCK Consultants:	Deborah Bailey, Ph.D., 1993-97 Victoria Scott, Ed.D., 1994-97 Gavin Doughty, Ph.D., 1993-97 Lorene Goering, M.A., 1993-97 Beverly Smith, M.A., 1993-97 James Parker, M.A., 1993-96
Family Consultants:	Kim Sawyer Josie Torrez Others

APPENDIX B -- BEST NATIONAL ADVISORY BOARD, 1993-1997

Carol Berman
Zero to Three -- National Center for Clinical Infant Programs
Washington, DC

Joan Blaska
St. Cloud State University
St. Cloud, MN

Ken Brockenbrough, Kathy Whaley
NEC*TAS
Chapel Hill, NC

Mary Beth Bruder
Univeristy of Connecticut Health Center
Farmington, CT

Judy Carta
University of Kansas Juniper Gardens Children's Project
Kansas City, KS

Mary Frances Hanline
The University of Florida
Tallahassee, FL

Barbara Jackson
University of Nebraska
Omaha, NE

John Killoran
State Office of Education
Salt Lake City, UT

Deb Nelson
Overland Park, KS

Mary Jo Noonan
University of Hawaii
Honolulu, HI

Marion O'Brien
University of Kansas
Lawrence, KS

Diane Sainata
Ohio State University
Columbus, OH

APPENDIX C -- BEST Presentations - National(*), State, and Local

Location	Date	Organization	Presentation/Workshop Title	# Persons Evaluating	# Persons Attending	Rating
* Salt Lake City, UT (Rosenkoetter & others)	Apri 14, 1997	Council for Exceptional Children	From awareness to systemic change: Building a unitary teacher preparation program			Not evaluated
Eldorado, KS (Shotts)	July 9, 1997	Kansas Department of Health and Environment LICC organizational meeting	From vision to Action: Purpose, Structure, and Processes for the LICC		15	Not evaluated
Topeka, KS (Rosenkoetter & Shotts)	May 2, 1997	Kansas Interagency Coordinating Council	Transition Progress; Transition Needs		25	Not evaluated
Wichita, KS (Rosenkoetter & panel)	April 14, 1997	Kansas Department of Education Transitioning into DAP conference	Community Initiatives to Improve the Transition to Primary School	15	41	1 - 6 scale = 4.77
* Washington, DC (Rosenkoetter)	April 2, 1997	Society for Research in Child Development	A Longitundinal Study of Local Interagency Councils for Children and Families		68	Not evaluated
Lawrence, KS (Rosenkoetter)	March 1, 1997	Kansas Coordinating Council on Early Childhood Developmental Services	Community Initiatives on transition to Kindergarten	22		Not evaluated
Lawrence, KS (Rosenkoetter & Streufert)	March 1, 1997	Kansas Division for Early Childhood state conference	Make Transition Work Better in Your Community		42	Not evaluated
Lawrence, KS (Shotts)	February 27, 1997	Kansas Division for Early Childhood state conference	Interagency Coordinating Councils: Moving toward Collaboration	5	10	1 - 6 scale = 5.67
Topeka, KS (Shotts)	February 24, 1997	Kansas hospital to home transitions workgroup	Planning for Dissemination of Hospital to Home transition training		25	Not evaluated
Newton, KS (Shotts)	January, 1997	Harvey County Interagency Coordinating Council community meeting	Community Wide Planning for Children and Families		50	Not evaluated
* Phoenix, AZ (Rosenkoetter, others)	December, 1996	Division for Early Childhood international conference	What's New in Washington?		107	Not evaluated
* Phoenix, AZ (Rosenkoetter), Hains	December, 1996	Division for Early Childhood international conference	Policy development in Transition		67	Not evaluated

• Phoenix, AZ (Rosenkoetter, Hains)	December, 1996	Division for Early Childhood international conference	Recent research on Transition		33	Not evaluated
• Washington, DC (Rosenkoetter, Hains)	November, 1996	NEC*TAS Annual Meeting	Cracker Barrel on Transition		85	Not evaluated
• Washington, DC (Rosenkoetter)	November, 1996	NEC*TAS Annual Meeting	Policy Initiatives on Transition		12	Not evaluated
• Wichita, KS (Rosenkoetter)	November 15, 1996	Sedgewick County Special Education Cooperative	Transitions	12	25	(low 1-6 high) 5.6
McPherson, Dodge City, and Olathe, KS (Rosenkoetter and Shotts)	October, 1996	Kansas Department of Health and environment, Infant-Toddler Services	Regional Meetings of Interagency networks Report on Transition Taskforce			Not evaluated
Topeka, KS (Shotts)	June 20, 1996	Shawnee County LICC	Shawnee County Infant-Toddler Services: Family needs-community resources		10	Not evaluated
• Chapel Hill, NC (Rosenkoetter, Shotts)	June, 1996	NEC*TAS Taskforce on Transition	Kansas' Approach to Transition Planning		35	Not evaluated
Lindsborg, KS (Shotts, Meck, Kessler, and others)	June 3, 1996	ACCK and KU Med Center Child Development Unit; Early Intervention Project summer seminar	Birth, NICU, and the Transition Home	55	55	1 - 6 scale = 5.29
Berlin, NJ (Rosenkoetter)	May 29, 1996	Southern New Jersey Perinatal Cooperative	Transition in Early Intervention			1 - 6 scale = 4.83
McPherson, KS (Rosenkoetter and panel)	April 29, 1996	McPherson County Early Childhood Association	Tell Me a Story	18	43	1 - 6 scale = 5.66
Wichita, KS (Rosenkoetter and panel	April 12, 1996	Kansas Department of Education Transitioning into DAP conference	Supporting Children in Transition at transitioning into DAP; The Next Step	15	41	1 - 6 scale = 5.0
Manhattan, KS (Shotts)	April 8, 1996	Kansas Interagency Coordinating Council state wide community fair	Transition Round table	19	25	1 - 10 scale = 8.9

Manhattan, KS (Shotts and panel)	April 8, 1996	Kansas Interagency Coordinating Council state wide community fair	Local Interagency Coordinating Councils: Funding Issues and Ideas	6	25	1 - 10 scale = 8.2
Cooper Landing, AK (Rosenkoetter)	March 15, 1996	Alaska Department of Education	Paddling together Toward Smooth Transitions for Children and Families Day 3	27	37	1 - 6 scale = 5.038
Cooper Landing, AK (Rosenkoetter)	March 14, 1996	Alaska Department of Education	Paddling Together Toward Smooth Transition for Children and Families Day 2 Training of Trainers	6	8	1 - 6 scale = 5.833
Cooper Landing, AK (Rosenkoetter)	March 13, 1996	Alaska Department of Education	Paddling Together Toward Smooth Transitions for Children and Families Day 1	28	37	1 - 6 scale = 4.96
Wichita, KS (Shotts, Hornback, Wohl)	March 1, 1996	Kansas Division for Early Childhood state conference	Individualizing Evaluation and Assessment: Issues in Establishing Eligibility for Infant-Toddler Services	18	25	1 - 6 scale = 4.944
Wichita, KS (Shotts and panel)	March 1, 1996	Kansas Division for Early Childhood state conference	Hospital to Home Transitions	13	25	1 - 6 scale = 5.654
Wichita, KS (Rosenkoetter and panel)	February 29, 1996	Kansas Division for Early Childhood state conference	Tell Me a Story	25	83	1 - 6 scale = 5.08
Wichita, KS (Rosenkoetter and parent panel)	February, 29, 1996	Kansas Division for Early Childhood state conference	Cracker Barrel	29	49	1 - 6 scale = 5.0
McPherson, KS (Rosenkoetter, Shotts, Streufert)	February 16, 1996	Kansas BEST Transition Taskforce	Transition Taskforce meeting	21	30	1 - 6 scale = 4.950
Madison, WI (Hains)	February 12, 1996	CESA Transition Training Teams meeting	Transition Planning in Early Childhood	20	20	1 - 6 scale = 4.97
• Washington, DC (Rosenkoetter)	December 1, 1995	NAEYC conference	Stepping Together: Supporting Children's Transitions in Residence, Family Structure, and Learning Environment	4	20	1 - 6 scale = 5.750
Janesville, Wisconsin (Hains)	November 30, 1995		Planning Transitions for Young Children and Their Families	18		1 - 6 scale = 5.611
• Washington, DC (Rosenkoetter)	December 3, 1995	University Affiliated Programs National Meeting	Service Intergration in Early Childhood		37	Not evaluated
• Atlanta, Georgia (Rosenkoetter, Shotts)	December 2, 1995	Zero to Three/ National Center for Clinical Infant Programs	Bridging Early Services: Creative Solutions to Problems of Transition for Young Children and Their Families			

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Topeka, Kansas (Shotts)	November 17, 1995	Health Advisory Coalition for Children, youth and Families	McPherson County Council for Children and Families: an Interagency Model		20	Not Evaluated
Topeka, Kansas (Shotts)	November 17, 1995	Health Advisory Coalition for Children, Youth and Families	Hospital to Home Transitions		6	Not Evaluated
• Orlando, Florida (Rosenkoetter, Shotts, Campbell)	November 3, 1995	DEC National Conference Poster Session	Interdisciplinary Practica: The State of the Art in Personnel Preparation			Not Evaluated
• Orlando Florida (Rosenkoetter, Shotts, Campbell)	November 3, 1995	DEC National Conference Poster Session	Bridging Early Services: A statewide Plan to Ease Early Childhood Transitions			Not Evaluated
Garden City, Ottowa, and Russell, KS (Shotts)	October, 1995	Kansas Department of Health and Environment; Infant-toddler services	Regional Meetings of Infant-toddler Network Hospital to Home Transition			Unevaluated
Topeka, Kansas (Rosenkoetter, Greer, Lowe, Dodez)	October 7, 1995	KAEYC Annual Meeting	Partnership in Transition to Kindergarten	20	44	scale 1 - 6 = 5.211
McPherson, Kansas (Shotts)	August 31, 1995	Hospital to Home Transition Workshop	Hospital to Home Combined Pilot Sites Meeting			Not evaluated
Newton, KS (Shotts)	August 25, 1995	Harvey County Interagency coordinating Council	Community Planning for Early Intervention		45	Not evaluated
Wisconsin (Hains)	July 21, 1995	Birth to Three ETN	IFSP/IEP From Birth to Five Years		55	Not evaluated
• Lexington, KY (Shotts)	July 9-10, 1995	Project Steps National Transition Forum	Transitions from Hospital to Home: Working with our NICU's			Not evaluated
Wisconsin (Hains)	June 16, 1995	ETN State-wide Conference Call, Department of Health and Social Services	Birth to Three Transitions			
Wichita, Kansas (Shotts)	June 10, 1995	1995 Community Fair	Transitions from Hospital to Home: Working with Our NICU's	8	?	scale 1 - 6 = 5.88
• New York, New York (Rosenkoetter)	April 27, 1995	Young Adult Institute - New Horizons in Early Childhood	Transition, Planning in Early Childhood; Significant Accomplishments, Continuing Challenges	29	53	scale 1 - 6 = 5.552
Columbia, Missouri (Shotts, Lane, Strecker)	April 18, 1995	Missouri LICC Task Force	Strategic planning for LICCs	14	17	scale 1 - 6 = 5.429

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Wichita, Kansas (Rosenkoetter, Greer, Emerson, Dodez)	April 6, 1995	Transition into Developmentally Appropriate Practices (DAP) Conference	Partnership in Transition to Kindergarten	77	120	scale 1 - 6 = 5.09
Wichita, Kansas (Shotts)	April 1, 1995	Kansas Speech-Language-Hearing Association & Kansas Department of Health & Environment	Hospital to Home: Report of Kansas Bridging Early Services Transition Taskforce	Not Evaluated	80	
* Indianapolis, Indiana (Rosenkoetter)	March 30, 1995	Society for Research in Child Development	Evolution of Local Interagency Efforts for Children and Families	Not Evaluated	150	Not Evaluated
Niceville, Florida (Shotts)	March 18, 1995	Walton and Okaloosa County Children's Services	Transitions: Helping Children and Families Bridge the Gap as Children Enter the Public School System.			
Niceville, Florida (Shotts)	March 17, 1995	Walton and Okaloosa County Children's Services	Transitions: Helping Children and Families Bridge the Gap as Children Enter the Public School System.			
Manhattan, Kansas (Streufert, Shotts)	March 3, 1994	KDEC - Winds of Opportunity Conference	Poster Session	Not Evaluated	20	
Manhattan, Kansas (Anderson, Goodrich, Hoover, Kasten, Rempel, Rosenkoetter)	March 3, 1995	KDEC- Winds of Opportunity Conference	Transition to Kindergarten in Kansas Schools: Recent Activities of the Bridging Early Services Transition Taskforce	28	120	scale 1 - 6 = 4.357
Tampa, Florida (Rosenkoetter)	February 24, 1995	Florida Diagnostic and Learning System	Bridging Early Services: Improving Transitions for Hillsborough County Children and Their Families	30	45	Scale 1-6 = 5.200
Wichita, Kansas (Shotts)	February 1, 1995	Hospital to Home Transition Workgroup and Pilot Project Contacts	Pilot Project Reports and Planning for Dissemination Meeting	Not Evaluated	17	
Wisconsin (Hains)	January 27, 1995	Wisconsin Department of Public Instruction	Wisconsin BEST Planning Committee	Not evaluated	12	
Columbia Missouri (Shotts)	January 24, 1995	Missouri LICC Task Force	Consultant Training	17	30	scale 1-6 = 5.529
Indiana (Rosenkoetter)	December 6, 1994	Indiana Transition Forum			150	scale 1-5 = 4.17

Kansas (Rosenkoetter)	December 3, 1995	Kansas Interagency Coordinating Council	Kansas Transition Activities	Not Evaluated	35	
Salina, Kansas (Shotts)	November 7, 1994	Hospital to Home Transition Pilot Project	Facilitator Team Meeting	22	25	scale 1-5 = 4.523
Milwaukee, Wisconsin (Hains)	October 27-29, 1994	Wisconsin Council for Exceptional Children 30th Annual Convention	Project BEST IFSP/IEP Demonstration Project; Merging the Process to Promote Smooth Transitions for Families of 3 Year Old Children			
Columbia, Missouri (Shotts)	October 18, 94	Missouri LICC Task Force	Consultant Training	19	30	scale 1 - 6 = 4.842
Madison, Wisconsin (Hains)	October 18, 1994	Birth to Three Conference: Growing Together--Building Tomorrow	IFSP/IEP from Birth to Five Years--Preliminary Results	103		scale 1 - 4 = 3.64
* St. Louis, Missouri (Rosenkoetter, Klenda, Henrikson)	October 7, 1994	DEC Conference	Continuous Progress, Multi-age Primary: One Effective Strategy for Transition to Kindergarten	29	35	1-6 scale = 5.483
Lawrence, Kansas (Rosenkoetter, Rempel, Hoover)	October 1, 1994	KAEYC	Transition to Kindergarten Using Community Planning			
Lawrence, Kansas (Streufert, Person)	October 1, 1994 P.M. Session	Kansas Association for the Education of Young Children	Transitions to New Settings: A Child's Eye View	15		1-6 scale = 5.133
Lawrence, Kansas (Streufert, Person)	October 1, 1994 Morning Session	Kansas Association for the Education of Young Children	Transitions to New Settings: A Child's Eye View	16		1-6 scale = 5.250
Madison, WI (Hains)	October, 1994	Birth To Three Statewide Conference	IFSP/IEP From Birth to Five Years: Preliminary Results from Project BEST's Wisconsin Demonstration Sites			
Clay Center, KS (Shotts)	September 16, 1994	Head Start, School and Prekindergarten Personnel	Hellos and Goodbyes: Early Childhood Transition	30	35	1-6 scale = 4.783
Alaska (Rosenkoetter)	August 4, 1994	Alaska Elementary Restructuring Institute	"What Shall We do with Krissy?"	5	7	1-6 scale = 5.800
Dillingham, AK (Rosenkoetter)	July 22, 1994	Dillingham Interagency Council	Decision-Making in Early Childhood	5	6	1-6 scale = 4.800
Kodiak, AK (Rosenkoetter)	July 7, 1994	Kodiak Children's Network	Brainstorming Workshop	9	15	1-4 scale = 3.889

Maumee State Park, Ohio (Hains, Whitehead)	July, 1994	Ohio Early Childhood and Special Education Higher Education Consortium	Actualizing the Rhetoric: Linking Research and Practice for Quality Field-Based/Clinical Experiences			
Homer, AK (Rosenkoetter)	June 23-24, 1994	Kenai Peninsula Early Childhood Workshop	Decision-Making in Early Childhood	15	19	1-6 scale = 5.667
• Minneapolis, MN (Rosenkoetter)	June 19, 1994	Midwestern Consortium for Faculty Development	How to Develop and Nurture Practicum Sites	7	21	1-4 scale= 3.857
Anchorage, AK (Rosenkoetter, Shotts)	June 15-17, 1994	Alaska Staff Development Network - 1994 Southcentral Academy of Applied Research in Education	Decision-Making in Early Childhood	9	9	1-6 scale= 4.333
Juneau, AK (Rosenkoetter, Shotts)	June 2-4, 1994	Alaska Staff Development Network. 1994 Southeast Academy of Applied Research in Education	Decision-Making in Early Childhood	6	6	1-6 scale - 5.833
• Minneapolis, MN (Hains)	June, 1994	Midwestern Consortium for Faculty Development Regional Summer Training Institute	Collaborative grant writing: Preservice and Inservices			
Topeka, KS (Rosenkoetter, Shotts, Smith)	May 7, 1994	Community Fair		15	25	1-6 scale - 4.933
Topeka, KS (Rosenkoetter)	May 6, 1994	Coordinating Council	Early Childhood Development Services		35	Not evaluated
McPherson, KS (Rosenkoetter, Shotts, Tinsley, Koehn)	May 3, 1994	ACCK Education Faculty	Teaming and Collaboration	5	5	1-5 scale = 1.000 1 = Excellence and 5 = Poor
Milwaukee, WI (Hains)	May 1994	Medical College of WI, Pediatric Residency Program, Primary Care Club	Early Intervention Services: Who and When to refer, and services available in Milwaukee			
Green Bay, WI (Hains)	April 22, 1994		Spring Follow-up: Planning Transitions for Young Children with Special Needs and Their Families	21		1-6 scale = 5.571
Lindsborg, KS (Rosenkoetter)	April 19, 1994	Leadership Lindsborg	Take Care of Our Children		7	Not Evaluated

* Denver, CO Rosenkoetter, Dermyer, Campbell	April 7, 1994	Council for Exceptional Children	Transition at Age 3: The Challenges and the Opportunities	14	32 with 71 handout booklets passed out	1-6 scale = 5.429
Indianapolis, IN (Rosenkoetter)	March 25, 1994	Indiana Transition Taskforce Meeting		14		1-6 scale = 5.154
Tampa, FL (Rosenkoetter)	March 24, 1994	Florida Early Childhood Leaders	Transition		200	Not Evaluated
Sterling, KS (Rosenkoetter)	March 24, 1994	Sterling College	Early Childhood Services		24	Not Evaluated
McPherson, KS (Shotts)	March 21, 1994	ACCK ECSE Methods Class	Transition	13	13	1-6 scale = 5.846
Salina, KS (Shotts)	March 10, 1994	Kansas Head Start Conference	Hellos and Goodbyes: Early Childhood Transitions	15	30	1-6 scale = 4.867
Eau Claire, WI (Hains)	March 5, 1994		Preparation of Children and Families for Transition to Kindergarten at Age 5	35		1-6 scale = 4.848
Wichita, KS (Rosenkoetter)	March 5, 1994	Kansas Division for Early Childhood 1994 Spring Conference	Writing Successful Grant Applications	16	26	106 scale = 5.813
Wichita, KS (Shotts, Conyers)	March 4, 1994	Kansas Division for Early Childhood 1994 Spring Multi-disciplinary Conference	Who will Help Plant the Seed? An Integrated Curriculum Approach	26	60	1-6 scale = 5.143
Wichita, KS (Rosenkoetter)	March 4, 1994	Kansas Division for Early Childhood	Facilitated Panel Discussion with Sue Bredekamp and Susan Fowler		47	Not evaluated
Wichita, KS (Rosenkoetter - Facilitator)	March 4, 1994	Kansas Division for Early Childhood	Facilitated Discussion with Sue Bredekamp		16	Not evaluated
Eau Claire, WI (Hains)	March 4, 1994		Planning Transitions from Head Start to Kindergarten	36		1-6 scale = 4.714
Wichita, KS (Rosenkoetter, Talbott, Rhodes)	March 3, 1994	Kansas Division for Early Childhood 1994 Spring Conference	Resource Raising for Kansas Communities in Support of Infant and Toddler Services	15	15	1-6 scale = 5.600
Kansas City, MO (Streufert, Person)	February 26, 1994	Greater Kansas City Association for the Education Young Children	Transitions to New Settings: A Child's Eye View	28	33	1-6 scale = 5.333

Alaska (Shotts)	February 24, 1994	P.A.R.E.N.T.S., Inc. Partnership Conference	Local Interagency Collaboration	2	3	1-6 scale = 5.500
Anchorage, AK (Shotts)	February 24, 1994	P.A.R.E.N.T.S., Inc. Partnership Conference	Transition at Age Three	7	12	1-4 rating = 3.857
Hays, KS (Rosenkoetter	February 16, 1994		Resource Raising Workshop			1-5 scale = 4.8
Topeka, KS (Rosenkoetter)	February 11, 1994	Kansas ICC	Transition Planning		38	Not Evaluated
Milwaukee, WI (Hains)	February 10, 1994	MPS-SDC Integrated Services Project	Head Start Transition Fair			
Salina, KS (Shotts)	January 21, 1994	Saline County Special Education Coop & Head Start	Team Building	20		1-6 scale = 4.700
Sterling, KS (Rosenkoetter)	January 17, 1994	Sterling College	Services to Young Children and Their Families		65	Not Evaluated
• San Diego, CA (Rosenkoetter, Friedebach, Haseltine, Dale, Shotts)	December 11-15, 1993	DEC International Early Childhood Conference	Community Collaboration for Transition Planning: Families, Local, and State Agencies Working Together	12	55	1-6 scale = 4.955
Indianapolis, IN (Rosenkoetter)	December 6, 1993	Indiana Early Childhood Special Education Forum	Hellos and Goodbyes	46	87	1-4 scale = 3.30
• Washington, DC (Rosenkoetter, Rous, Friedebach)	December 3, 1993	Zero to Three National Center for Clinical Infant Programs	Poster session		Gave out 128 handout booklets	Not Evaluated
Green Bay WI (Hains)	November 19, 1993		Planning Transitions for Young Children with Special Needs and their Families	45	75	1-6 scale = 5.3
Missouri (Shotts)	November 15-17, 1993	Missouri Early Intervention Summit	Roles of Families; Family Service Coordinators and Service Providers	Not Evaluated	50	Not Evaluated
McPherson, KS (Shotts, Rosenkoetter)	November 12, 1993	Area Early Childhood Personnel	Working as a Team for Young Children with Special Needs in Inclusive Settings	35	50	1-6 scale = 4.30
Sedalia, MO (Shotts)	November 5, 1993	Sedalia Mo Transition Conference	Transition from Early Intervention to Early Childhood	?	50	1-5 scale = 4.05
McPherson, KS (Shotts)	November 2, 1993	McPherson Mother's Club	Early Childhood Services	Not Evaluated	12	Not Evaluated

Salina, KS (Shotts)	October 29, 1993	Head Start and ECSE	Team Building Skills	29	29	1 - 6 scale = 5.517
Topeka, KS (Gwost)	October 28, 1993	Jay Shideler School	Transition	Not Evaluated	8	Not Evaluated
Topeka, KS (Rosenkoetter)	October 27, 1993	Department of Health and Environment	Resource Raising Workshop	38	50	1-6 scale = 5.400
Lawrence, KS (Streufert, Shotts)	October 23, 1993	KAEYC	What Shall I Do with My Room?	25	50	1-6 scale = 4.200
Lawrence, KS (Rosenkoetter, Larson, Walker)	October 23, 1993	KAEYC	Uniting a Community to Care for Its Children	1	20	1-6 scale = 6.00
Topeka, KS (Rosenkoetter)	October 22, 1993	Kansas Infant-Toddler Network	Resource Raising for Kansas Communities in Support of Infant and Toddler Services: Overview of Public Sector Funders		55	1-6 scale = 5.400
Salina, KS (Rosenkoetter, Campbell, Dermyer)	October 14, 1993	CEC Annual Conference	Transition at Age Three : The Challenges and the Opportunities	8	13	1-6 scale = 5.500
Kansas City, MO (Rosenkoetter, Stack)	October 7, 1993	Health Care Challenges during the Early Years	Transition: Parent's and Professional's Perspectives	6	9 Handouts given to 60 persons	1-6 scale = 5.667 1-5 scale - 4.5 (the conf. evals)
Madison, WI (Hains)	October 1, 1993	IFSP/IEP demonstration sites' meeting		19		1-6 scale = 5.263
Albuquerque, NM (Rosenkoetter, Gwost)	September 23, 1993	Magic Years VI Conference	Parents and Professionals Joined in Transition	30	85	1-6 scale = 5.417
Albuquerque, NM (Rosenkoetter, Gwost)	September 22, 1993	Los Niños Project Meeting	Bridging Early Services	23	40	1-6 scale = 5.522
McPherson, KS (Streufert)	September 20, 1993	Developmentally Disabled EXPO	Poster display Sharing Services and Resources for Young Children with Disabilities and Their Families through BEST			
Sioux Falls, SD (Rosenkoetter)	August 25, 1993	Toward South Dakota 2000	Bridging Early Services: The Community's Challenge			

APPENDIX D -- BEST PUBLICATIONS -- 1994-1997

Books

Kagan, S. L., Rosenkoetter, S., & Cohen, N. (1997). *Considering child-based results for young children.* New Haven, CT: Yale University, Bush Center in Child Development and Social Policy.

Rosenkoetter, S .E., Hains, A. H., & Fowler, S. A. (1994). *Bridging early services for children with special needs and their families: A practical guide for transition planning.* Baltimore: Paul H. Brookes Publishing Company.

Rosenkoetter, S. E., & Livesay, N. (In preparation). *It's a big step: Improving transition to kindergarten.*

Chapters

Rosenkoetter, S. E., & Cohen, N. (in press). Federal family policy in child care. In C. J. Dunst & M. Wolery (Eds.), *Family policy and practice in child care*. Greenwich, CT: JAI Press.

Rosenkoetter, S. E., & Stayton, V. D. (1997). Developing and implementing innovative interdisciplinary practica. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies.* Baltimore, MD: Paul H. Brookes Publixhing Company.

Yates, T., & Hains, A. H. (1997). State perspectives on meeting personnel challenges. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies.* Baltimore, MD: Paul H. Brookes Publixhing Company.

Articles in Refereed Journals

Kleinhammer-Tramill, P. J., Rosenkoetter, S. E., & Tramill, J. L. (1994). Early intervention and secondary/transition services: Harbingers of change in education. *Focus on Exceptional Children, 27*(2), 1-16.

Rosenkoetter, S. E. (1993). Here we come--ready or not: Acheiving goal 1 requires planning for transition to kindergarten. *Record, 10*(3). 73-82.

Rosenkoetter, S. E., Shotts, C. K., Streufert, C. A., Rosenkoetter, L. I., Campbell, M., & Torrez, J. (1995. Local interagency coordinating councils as infrastructure for early intervention: One state's implementation. *Topics in Early Childhood Special Education, 15*(3), 264-280

Shotts, C. K., Rosenkoetter, S. E., Streufert. C. A., & Rosenkoetter, L. I. (1994). Transition policy and issues: A view from the states. *Topics in Early Childhood Special Education, 14*(3), 395-411.

Articles under Review by Refereed Journals

Burton-Maxwell, C., & Hains, A. H. (in review). Promoting the diversity of early childhood intervention personnel: Preservice practices for recruitment and retention.

McBride, S. L., Sharp, L., Hains, A. H., & Whitehead, A. (in review). A pathway to family-centered practice.

Other Major Publications

Hains, A. H., & Whitehead, A. (1994). The role of families in field/clinical experiences. *Ohio Summer Institute Proceedings, 4*, 52-59.

Rosenkoetter, S. E. (1996). *Paddling together: Transition planning.* McPherson, KS: Associated Colleges of Central Kansas, Bridging Early Services Transition Project, developed for Alaska Transition Training System.

Rosenkoetter, S. E. (Ed.). (1995). *Bridging early services: A guide for service providers.* Topeka, KS: Coordinating Council on Early Childhood Developmental Services.

Rosenkoetter, S. E.(Ed.). (1995). *It's a big step: A guide for transition to kindergarten.* Topeka, KS: Coordinating Council on Early Childhood Developmental Services.

Rosenkoetter, S. E. (1995). *Transition to kindergarten in Kansas schools.* McPherson, KS: The Associated Colleges of Central Kansas, Bridging Early Services Transition Project.

Rosenkoetter, S. E. (1998, in press). *Guidelines for evaluating transitions.* Kansas Infant-Toddler Services *Technical Assistance Bulletin.*

Rosenkoetter, S. E., & Shotts, C. (1994). *Decision-making in early childhood.* McPherson, KS: Brdging Early Services Transition Project--Outreach, for use of communities in Alaska.

Rosenkoetter, S. E., Shotts, C. K., Streufert, C. A., Rosenkoetter, L. I., Barnes, K., & Sawatzky, D. M.. (1994). *Growing together: A profile of local interagency coordinating councils in Kansas planning for children birth through age two and their families.* Topeka, KS: Kansas Department of Health and Environment.

Rosenkoetter, S. E., Shotts, C. K., & Rosenkoetter, L. I. (1996). *Growing together II: An updated profile and directory of local interagency councils in Kansas planning for children birth through age two and their families.* Topeka. KS: Kansas Department of Health and Environment.

Shotts, C.K. (1995). *Conducting a community needs assessment.* McPherson, KS: The Associated Colleges of Central Kansas, Bridging Early Services Transition Project--Outreach,

and Jefferson City, MO: First Steps, Missouri Departments of Elementary and Secondary Education, Health, Mental Health, and Social Services.

Shotts, C. K. (1995). *Getting started: Assisting a new or developing LICC.* McPherson, KS: The Associated Colleges of Central Kansas, Bridging Early Services Transition Project--Outreach, and Jefferson City, MO: First Steps, Missouri Departments of Elementary and Secondary Education, Health, Mental Health, and Social Services.

Shotts, C.K. (1995). *Getting started: Developing a local interagency coordinating council.* McPherson, KS: The Associated Colleges of Central Kanass, Bridging Early Services Transition Project--Outreach, and Jefferson City, MO: First Steps, Missouri Departments of Elementary and Secondary Education, Health, Mental Health, and Social Services.

Shotts, C.K. (Ed.). (*1995). Hospital to home transitions: A guide for transition planners.* McPherson, KS: The Associated Colleges of Central Kansas, Bridging Early Services Transition Project--Outreach.

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Smith, P., Rosenkoetter, S .E., & Streufert, C. A.(Eds.). (1995). *Step ahead at age 3: A guide for families.* Topeka, KS: Coordinating Council on Early Childhood Developmental Services.

Videotapes

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Rosenkoetter, S. E. & Streufert, C. (Co-producers). (1996). *Mariah's story: A study in age 3 transition. [*Videotape*].* (Available from Bridging Early Services Transition Project, McPherson, KS; distributed to personnel trainers in three states and submitted for commercial distribution).

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Brief Articles

Rosenkoetter, S. E. (Feb. 1996).Why plan transitions? *Connecticut Early Childhood Newsletter*.

Rosenkoetter, S.E. (1994-95). Four articles in the newsletter of the Alaska Parent Center.

Rosenkoetter, S. E., & Shotts, C. (1994). *Bridging Early Services Transition Project--Outreach: Final Report*. McPherson, KS: The Associated Colleges of Central Kansas, & Brigding Early Services Transition Project--Outreach. (Available through ERIC Documents).

The baby's going home today. (Winter, 1995). *Kansas Division for Early Childhood, 13*(2), 11.

Rosenkoetter, S. E. (Spring, 1994). Transition to kindergarten in Kansas schools. *KASP Examiner*, also reprinted in newsletter of the Kentucky Association of School Psychologists in summer 1994.

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Streufert, C.A. (January, 1995). Learning friendship skills early necessary for later success. *KITS Newsletter, 4*(1), 1,5.

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Papers in Preparation

Figdor, B., Atuk, J., Smiley, R., & Rosenkoetter, S. E. (in preparation). A comprehensive, statewide approach to transition planning.

Hains, A.H., & Luber, S.H. (in preparation). Comprehensive IFSP/IEP interagency planning: Challenges and successes from six community case studies.

Rosenkoetter, S. E., & Rosenkoetter, L. I. (in preparation). Blended prorgrams in early childhood services: Lessons from the pioneers.

Rosenkoetter, S. E. (in preparation). First day of kindergarten.

Shotts, C. K., & Rosenkoetter, S. E. (in preparation). Emergency medical planning.